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ABSTRACT

This teaching unit, Nutrition (Vitamin A) and Jobs Relating to the Handling and Care of Food, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These six lessons on food and nutrition discuss the importance of good nutrition, especially relative to Vitamin A, consumer skills, and jobs related to the care and handling of food. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#77

A CAREER UNIT FOR GRADES 5 AND 6

NUTRITION (VITAMIN A) AND JOBS RELATING TO THE HANDLING AND CARE OF FOOD

(Community and Personal Services Career Cluster)

March, 1978

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services

COMMUNITY AND PERSONAL SERVICES
CAREER CLUSTER:

NUTRITION (VITAMIN A) AND JOBS RELATING TO THE HANDLING AND CARE OF FOOD

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COMMUNITY AND PERSONAL SERVICES

CAREER CLUSTER:

NUTRITION (VITAMIN A) AND

JOBS RELATING TO THE HANDLING AND CARE OF FOOD

TEACHERS' GUIDE

RATIONALE

Most children have a basic concern for their own well being. In this unit, children will be given "manipulative experiences" in choosing foods that influence well-being as it relates to Vitamin A intake. This experience will increase awareness of the importance of proper nutrition in influencing physical aspects of well-being. The children will also be exposed to jobs relating to the handling and care of food as well as consumer skills related to food purchase.

GOALS

Through this unit pupils will:

- -Learn about the relationship between proper diet and general good health.
- -Learn about some foods high in Vitamin A.
- -Learn about consumer skills necessary for selecting quality in dark green leafy vegetables and other Vitamin A rich produce.
- -Become aware of skills necessary for persons handling produce in super markets.
- -Learn about conservation of Vitamin A as it relates to canned and fresh foods.
- -Learn about selected jobs and/or careers related to care of food.

PERFORMANCE OBJECTIVES

The pupils will be able to:

- -Describe physical symptoms related to nutritional deficiency in selected nutrients.
- -Identify indications of deficiencies in Vitamin A through personal health analysis of body conditions.
- -Select foods high in Vitamin A.
- -Describe two to four aspects of a produce manager's job in keeping produce quality fresh.

-Describe two to four considerations in selecting foods high in Vitamin A.

-Choose two to four uses for liquid from canned Vitamin A rich vegetables.

-Select cooking and storage techniques that will retain Vitamin A in Vitamin A rich vegetables.

-Identify four to six jobs related to the care of food.

ENTRY LEVEL ASSESSMENT

Use the following questions to determine class awareness of general nutrition, Vitamin A foods, and conservation of Vitamin A:

1. Can lack of eating certain kinds of foods cause physical deficiencies such as: hangnails, mouth sores, and dry skin?

2. What are the characteristics of Vitamin A rich vegetables?

3. What are the ways in which produce is kept fresh in a food market?

4. Can you name four foods rich in Vitamin A?

5. Can you name two ways to conserve Vitamin A in foods?

6. Can you name four jobs that require knowledge about how to care for food so that vitamins are not lost?

EVALUATION

The final lesson has been set aside for evaluation. The Entry level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS
(Check each lesson for the materials needed for that day.)

The following materials and equipment may be used in this unit:

-Films and filmstrips as listed.
-Task cards.
-Film projector, filmstrip projector.
-Record player and cassette player.
-A variety of art materials.

Films:

Better Breakfasts
Big Dinner Table
Eat for Health
Food for Fun
Let's Keep Food Safe to Eat
You and Your Food

Filmstrips:

Finding Out How Foods Are Used in Your Body
Foods Make the Difference
Foods We Eat
Foods for Health
How Food Becomes You
Living Things Need Food
What's in Our Food

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

MP 2282	Bread Winners
MP 3766	Citrus, The Golden Fruit
MP 1004	Color of Health
MP 3809	Good Eating Habits
MP 6310	Nutritional Needs of our Bodies
MP 1046	Real Talking Singing Action Movie About Nutrition
MP 6538	Tuna Packing
MP 568	Fresh Country Apples

COMMUNITY RESOURCES

School Cafeteria Dietitian
Local Hospital Dietitian
Bakersfield College Home Economics Department; Contact Carol Sharp; 396-4561

INSTRUCTIONAL STRATEGY: LESSONS 1-7

Lesson 1

PURPOSE

To learn about the relationship between proper diet and general good health.

MATERIALS

1. Entry Level Assessment.
2. Worksheet - "Personal Health Survey" next page.
3. Doctor's scale (or equipment to take height and weight.)
4. Chart for normal weight and height.

INTRODUCTION

Tell the pupils "for the next few days we will be working on and studying about people who care for foods, selecting foods for general health, and conserving nutrition in foods. Today each of us will survey our own personal health. First, let us see how much we know about our topic.

CLASS ACTIVITIES

1. Take Entry Level Assessment
2. Discuss questions and procedure for completion of personal Health Survey. Choose partners and proceed with survey.

SUMMARY

1. Review results of survey sheets with students.
2. Say that "Tomorrow we will discuss how the food we eat contributes to our health".

PERSONAL HEALTH SURVEY

(To be used with Lessons 1, 2, 3)

Lesson 1 - Section I

1. Name _____

2. Age _____

3. Height _____

4. Weight _____

5. Number of days out of school last semester _____

6. Meals eaten every day: Breakfast_____ Lunch_____ Dinner_____

7. Snacks eaten _____often after school_____ Bedtime_____
   Condition of hands while eating: Dirty _____ Clean _____

8. Make a list of all the foods you ate yesterday.

9. Check items which describe you some of the time...

___ a. hang nails

___ b. sores in mouth

___ c. dry skin around nose, ears, between fingers

___ d. tired

___ e. bleeding gums

___ f. nose lining dry

___ g. cold hands, feet

___ h. not hungry

___ i. nervousness

___ j. bruise easily

___ k. many cavities

___ l. night blindness

___ m. tired-looking eyes

___ n. below normal weight range

___ o. above normal weight range

___ p. overactive

___ q. thickness of throat

___ r. sore tongue

___ s. slow blood clotting

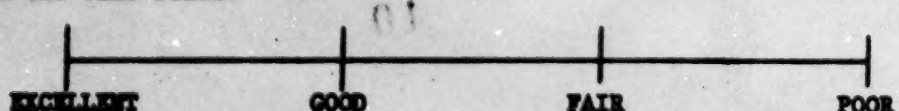
___ t. flabby muscles

___ u. frequent colds and infections

___ v. unhealthy skin

___ w. pale skin

10. Review your survey and rate how you feel about your personal health. Mark on the line below.



Lesson 2

PURPOSE

To learn about the relationship between proper diet and general good health, zeroing in on symptoms of Vitamin A deficiency.

MATERIALS

1. Completed Personal Health Survey.
2. Common Deficiency Charts, following pages.
3. Teacher section---"Procedures for Using Deficiency Chart", next page.
4. Weight-Height-Age Table, following pages.

INTRODUCTION

Today we will take a look at your completed health survey, comparing it with the deficiency charts to decide what foods can be eaten to help people improve specific problems. We will also make plans for our field trip to the store to purchase foods that will provide safety against some of these problems.

CLASS ACTIVITIES

1. Briefly explain deficiency charts.
2. Discuss how to fill out worksheet--common deficiencies related to selected nutrients.
3. Divide into five groups. Assign charts on a rotating basis.
4. Discuss outcomes of health survey and comparison of common deficiencies, zero in on Vitamin A deficiency.
5. Have students re-evaluate their general health by comparing personal health survey and common deficiencies. Have them look at Item 10 on Personal Health Survey and decide if they still agree with how they felt about their personal health.

SUMMARY

Suggest that the class make and eat a salad that is rich in Vitamin A. Discuss activities for a field trip to the super market to select Vitamin A rich foods for the salad.

PROCEDURES FOR USING DEFICIENCY CHARTS:

1. Place deficiency charts around room

2. Each student writes the name of the nutrient that relates to the deficiency

3. Students compare personal health survey with findings on work sheet

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Vitamin A -- Night blindness, cracks around ears, nose, between fingers, sores in mouth, nose lining dry, hang nails

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Vitamin B -- Loss of appetite, sore in corner of mouth, cold hands and feet, tired, nervous

DEFICIENCY CHART

Common Deficiencies Related tc Selected Nutrients:

Vitamin C -- Bruise easily, tired,

bleeding gums

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Calcium -- Poor teeth, poor nerve control, poor muscle control, slow blood clotting

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Iodine -- Thyroid problems

Vitamin K -- Slow Blood Clotting

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Proteins -- Soft flabby muscles, slow mental reaction, frequent colds and other infections, anemia

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Fats -- Unhealthy skin

DEFICIENCY CHART

Common Deficiencies Related to Selected Nutrients:

Carbohydrates -- Tired, constipation

TABLE 11

WEIGHT-HEIGHT-AGE TABLE FOR BOYS OF SCHOOL AGE

Table prepared by Bird T. Baldwin, Ph.D., Iowa Child Welfare Research Sta., State University of Iowa, and Thos. D. Wood, M.C., Columbia University. Reprinted by Courtesy of the American Child Health Association, New York.

Height (inches)	*Average weight for height (pounds)*	*Age (years)* 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
38	34	34	34													
39	35	35	35													
40	36	36	36													
41	38	38	38	38												
42	39	39	39	39	39											
43	41	41	41	41	41											
44	44	44	44	44	44											
45	46	46	46	46	46	46										
46	48	47	48	48	48	48										
47	50	49	50	50	50	50	50									
48	53		52	53	53	53	53									
49	55		55	55	55	55	55	55								
50	58		57	58	58	58	58	58	58							
51	61			63	61	61	61	61	61							
52	64			64	64	64	64	64	64	64						
53	68			66	67	67	67	67	68	68						
54	71				70	70	70	70	71	71	72					
55	74				72	72	73	73	74	74	74					
56	78				75	76	77	77	77	78	78	80				
57	82					79	80	81	81	82	83	83				
58	85					83	84	84	85	85	86	87				
59	89						87	88	89	89	90	90	90			
60	94						91	92	92	93	94	95	96			
61	99							95	96	97	99	100	103	106		
62	104							100	101	102	103	104	107	111	116	
63	111							105	106	107	108	110	113	118	123	127
64	117								109	111	113	115	117	121	126	130
65	123								114	117	118	120	122	127	131	134
66	129									119	122	125	128	132	136	139
67	133									124	128	130	134	136	139	142
68	139										134	134	137	141	143	147
69	144										137	139	143	146	149	152
70	147										143	144	145	148	151	155
71	152										148	150	151	152	154	159
72	157											153	155	156	158	163
73	163											157	160	162	164	167
74	169											160	164	168	170	171

AGE (*years*)		6	7	8	9	10	11	12	13	14	15	16	17	18	19
Average height (inches)	*Short*	43	45	47	49	51	53	54	56	58	60	62	64	65	65
	Medium	46	48	50	52	54	56	58	60	63	65	67	68	69	69
	Tall	49	51	53	55	57	59	61	64	67	70	72	72	73	73
Average annual gain (pounds)	*Short*	3	4	5	5	5	4	8	9	11	14	13	7	3	
	Medium	4	5	6	6	6	7	9	11	15	11	8	4	3	
	Tall	5	7	7	7	7	8	12	16	11	9	7	3	4	

The figures represent weight in pounds; age at nearest birthday; height at nearest inch; weight at nearest pound.

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Appendix

Table I

WEIGHT-HEIGHT-AGE TABLE FOR GIRLS OF SCHOOL AGE

Table prepared by Bird T. Baldwin, Ph.D., Iowa Child Welfare Research Sta., State University of Iowa and Thos. D. Wood, M.C., Columbia University. Reprinted by courtesy of the American Child Health Association, New York.

Height (inches)	*Average weight for height (pounds)*	*Age (years)* 5	6	7	8	9	10	11	12	13	14	15	16	17	18
38	33	33	33												
39	34	34	34												
40	36	36	36	36											
41	37	37	37	37											
42	39	39	39	39											
43	41	41	41	41	41										
44	42	42	42	42	42										
45	45	45	45	45	45	45									
46	47	47	47	47	48	48									
47	50	49	50	50	50	50	50								
48	52		52	52	52	52	53	53							
49	55		54	54	55	55	56	56							
50	58		56	56	57	58	59	61	62						
51	61			59	60	61	61	63	65						
52	64			63	64	64	64	65	67						
53	68			66	67	67	68	68	69	71					
54	71				69	70	70	71	71	73					
55	75				72	74	74	74	75	77	78				
56	79					76	78	78	79	81	83				
57	84					80	82	82	82	84	88	92			
58	89						84	86	86	88	93	96	101		
59	95						87	87	90	92	96	100	103	104	
60	101						91	95	95	97	101	105	108	109	111
61	108							99	100	101	105	108	112	113	116
62	114							104	105	106	109	113	115	117	118
63	118								110	110	112	116	117	119	120
64	121								114	115	117	119	120	122	123
65	125								118	120	121	122	123	125	126
66	129									124	124	125	128	129	130
67	133									128	130	131	133	133	135
68	138									131	133	135	136	138	138
69	142										135	137	138	140	142
70	144										136	138	140	142	144
71	145										138	140	142	144	154

AGE (years)		6	7	8	9	10	11	12	13	14	15	16	17	18
Average height (inches)	*Short*	43	45	47	49	50	52	54	57	59	60	61	61	61
	Medium	45	47	50	52	54	56	58	60	62	63	64	64	64
	Tall	47	50	53	55	57	59	62	64	66	66	67	67	67
Average annual gain (pounds)	*Short*	4	4	4	5	6	6	10	13	10	7	2	1	
	Medium	5	5	6	7	8	10	13	10	6	4	3	1	
	Tall	6	8	8	9	11	13	9	8	4	4	1	1	

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COMMON DEFICIENCIES RELATED TO SELECTED NUTRIENTS

Worksheet

1. Look at deficiency charts

2. Write the name of the nutrient, indicated on the deficiency chart, in the blank beside the health condition below.

_____ a. hang nails
_____ b. sores in mouth
_____ c. dry skin around nose, ears, between fingers
_____ d. tired
_____ e. bleeding gums
_____ f. nose lining dry
_____ g. cold hands, feet
_____ h. not hungry
_____ i. nervousness
_____ j. bruises easily
_____ k. many cavities
_____ l. night blindness
_____ m. tired-looking eyes
_____ n. below normal weight range
_____ o. above normal weight range
_____ p. overactive
_____ q. thickness of throat
_____ r. sore tongue
_____ s. slow blood clotting
_____ t. flabby muscles
_____ u. frequent colds and infections
_____ v. unhealthy skin
_____ w. pale skin

Lesson 3 (Field Trip Experience)

PURPOSE

To learn about the following:

1. Selecting Vitamin A rich foods (for salads) available in the produce section of a super market.
2. The skills necessary for a person handling produce in a super market.

MATERIALS

1. Permission slips and field trip arrangements.
2. Task Card 1 to be used as a study guide for the field trip.
3. Plastic bags or containers for storage of vegetables.
4. School refrigeration or ice chests.

INTRODUCTION

Tell the pupils: "Today we will go to the store to purchase dark green leafy and yellow vegetables for a salad. These vegetables are high in Vitamin A and will help us see better, make our skin more healthy, prevent sores in our mouths, keep the nose lining from becoming dry and uncomfortable, and will prevent hang nails. We should eat one serving of cooked or raw dark green leafy vegetables every day as well as the dark yellow vegetables. We will find out who takes care of the vegetables, what the job of this person is like, and how the produce is kept fresh. We will bring the vegetables back to the class, wash, and store them for our salad day."

CLASS ACTIVITY

1. Go over questions on the task card.
2. Take field trip.
3. Purchase vegetables--record price and weight.
4. Wash and store vegetables for salad lesson.

SUMMARY

1. Review questions on task card.
2. Relate dark green leafy vegetables to body needs to prevent deficiencies.
3. Have students indicate other jobs they know about that care for foods.

Lesson 4

PURPOSE

To learn about Vitamin A rich foods--specifically those for salad makings.

MATERIALS

1. Vitamin A rich foods (select six vegetables from group of raw vegetables below)

beet tops	romaine lettuce	spinach
swiss chard	turnip tops	carrots
curly endive	mustard greens	yellow squash
broccoli	parsley	

2. Feel box. (See next page) and Task Card 2.
3. Old magazines for cutting.
4. Construction paper for backing.
5. String for mobiles.
6. Crayons for labeling.
7. Scissors--Paper punch.

INTRODUCTION

Today we will be doing several different projects dealing with dark green and dark yellow vegetables high in Vitamin A.

CLASS ACTIVITY

1. Review and label with names the vegetables bought on yesterday's field trip.
2. Cut six vegetable pictures high in Vitamin A from magazine. Paste individually onto construction paper and label with name. Make into Vitamin A mobile.
3. Explain feeling box, using instructions on Task Card 2. Choose partners to do feeling box activity.

SUMMARY

1. Share individual Vitamin A mobiles.
2. Lift feeling box to compare feeling box task card answers with actual feeling box contents.

FEELING BOX

1. Large box approximately 20" x 40" with an 18" depth.
2. Mark off six equal sections on outside of box with tape or felt pen.
3. Put cardboard dividers inside box to divide the six sections
4. Cut two holes for hands on the sides of boxes for each section.
5. Choose six different food items from yesterday's shopping trip. Put one leaf, root, or stem from each of these six items in feel box. There should be a different item in each section of the feel box.

Lesson 5

PURPOSE

1. To use Vitamin A salad materials from the shopping trip to make a salad for the class to eat.
2. Make a salad dressing from scratch.
3. Figure cost per person for salad. (See teacher instruction sheet)

MATERIALS

1. Vegetables from shopping trip.
2. Knives, vegetable brush, large bowl for salad, serving spoons.
3. Dish cloth and towel, and soap for cleanup.
4. Ingredients and utensils for homemade salad dressing.
5. Equipment and supplies for eating.
6. Record of price and weight of vegetables.
7. Two adult helpers.
8. Teacher instruction sheet, next page.
9. Task cards 3 and 4.

INTRODUCTION

Today we will divide into three working groups. One group will make a salad using the ingredients we bought at the store. The second group will make a salad dressing. The third group will figure out the cost per person for the salad. Each of these groups will be supervised by an adult.

CLASS ACTIVITIES

1. Divide into three groups for the above mentioned projects and do the projects.
2. Eat the salad.

SUMMARY

1. Review and list ingredients and recipe used in salad, for future use in home.
2. Group who figured individual costs will share their findings with the class.

TEACHER INSTRUCTION SHEET

The following will provide backup information for this lesson.

1. The consumer aspects of this lesson can be extended to include:

   --reading of labels

   --the first ingredient on a label indicates the major content

   --the Food and Drug Administration allows for standard recipes which do not require ingredients to be listed

   --packaged and bottled salad dressings cost more than scratch recipes

   --most homes maintain staple items from which salad dressings can be made

   --packaged salad makings should not be purchased because precut vegetables lose much of their nutritional value

   --the cost of packaged salad makings could be compared with the cost of purchasing the individual vegetables

   --heat, light, and air contribute to the loss of Vitamin A

   --tearing of vegetables versus cutting them prevents oxidation and loss of moisture

   --Vitamin A is fat soluble

   --recent research indicates dark green leafy vegetables intake to be essential everyday because of the multiple nutrients found in them. An example is the high iron content.

   --steaming vegetables is one of the best ways to retain nutritional value of vegetables

   --vegetables should be cooked in a very small amount of water

Lesson 6

PURPOSE

To learn about retention of food value (vitamins and minerals) in canned foods.

MATERIALS

1. 4 - 6 cans of different brand of green beans (canned, same cut and size can).
2. 4 - 6 3x5 cards, pencil.
3. Worksheet - Green Bean Comparison Chart, next page.
4. 1 large can of V8 or tomato juice.
5. Salt.
6. Glass of water.
7. Any kind of pill that will dissolve in water such as alka seltzer, aspirin, etc.

INTRODUCTION

Tell the pupils, "Today we will find out how to conserve food value in canned foods. Again, dark green, yellow, and orange vegetables are very high in food value. Let's do a little experiment to find out what we mean by some vitamins and minerals are water soluble. The reason this is important for us to know is that many vitamins and minerals are water soluble. Other vitamins are fat soluble. We will concern ourselves only today with those that are water soluble." After we do the experiment, we will divide into groups and analyze green beans and decide how to retain the vitamins and minerals of canned green beans."

CLASS ACTIVITIES

1. Watch experiment (see experiment directions on worksheet).
2. Students in groups open can, count beans, measure liquid, record brand name, weight, ounces, number of beans, cost on 3x5 card. Place in central place for each student to complete comparison chart.
3. Students analyze canned green beans in groups using Green Bean Comparison Chart.
4. In large group, teacher and students discuss results of comparisons.
5. Students add green bean liquid to V8 or tomato juice to conserve vitamins and minerals of green beans.

SUMMARY

1. Review findings.
2. Draw conclusions concerning costs per brands.

WORKSHEET TO BE USED WITH LESSON 6

Experiment — Solubility of Vitamins

1. Drop a pill into water; let the pill dissolve.
2. Water soluble vitamins and minerals are similar to the characteristics of the pill; they can't be seen but dissolve in water.
3. Conclusion: some vitamins and minerals dissolve in water; if vegetables are cooked in water, some vitamins and minerals are in the water. If the water is thrown away, the vegetable is lacking in many valuable vitamins and minerals. Therefore, people should use the liquid of canned foods to get the full value of the food. What are some ways to use canned vegetable liquids?

Worksheet

You will need:

1. Comparison sheet below
2. Pencil
3. Eyes
4. Taste Buds

NAME _____

DATE _____

GREEN BEAN COMPARISON CHART

Group No.	Brand Name	Wt. or Oz. on Label	Cost	No. of green beans	Amount of Liquid	Taste	Color	Strings		Best Buy
							Quality 1-4		- Rate (4 = Best)	

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Information Sheet

Occupations and Careers, Webster McGraw-Hill

Many persons are employed as dietitians. Most of these people work in hospitals, however large numbers of them are employed by nursing homes and other extended-care facilities. Others are employed by colleges, universities and local school systems in food-service programs. Still others work for restaurants and large companies that serve food to their employees.

The largest group of dietitians are those known as administrative dietitians. They are employed in hospitals and other large institutions. Their job is to plan and supervise the preparation of meals. They arrange for the buying of food and supplies and the other workers who prepare and serve the meals.

Therapeutic dietitians plan and direct the preparation of special foods for patients for whom doctors have prescribed special diets. Their duties include discussing with doctors the patient's diet, instructing patients and their families on the importance of their special diets. They suggest ways to help the patient stay on these diets after leaving the hospitals. Some dietitians help expectant mothers, diabetics and persons with overweight problems to develop proper eating habits.

Some dietitians, called health nutritionists, work on research studies such as those concerned with nutritional needs of the aging or of persons with chronic diseases.

Study Guide for Field Trip

Let's Buy

Vitamin A Rich Foods

(Salad Lesson)

You Need

1. Eyes
2. Ears
3. Feet
4. Questions
5. Camera--optional

Today, we will visit a supermarket. Let's review our plans for the visit. (Purchase plans and observation plans.) Think about these questions:

1. What is the job title for the person who cares for produce?
2. How does the person in charge of produce keep vegetables fresh?
3. When and how often do fresh vegetables come into the store?
4. How long does the store keep produce?
5. How many kinds of dark green leafy vegetables are sold by the store? (Vitamin A rich foods)
6. Purchase six kinds of dark green leafy vegetables from the list below:

beet tops	romaine lettuce	spinach
swiss chard	curly endive	carrots
broccoli	turnip tops	yellow summer squash
parsley	mustard greens	

7. Ask the produce man how to keep the vegetables fresh.
8. Ask the produce man about other jobs he does in the store.
9. Find out price and weight of purchased vegetables.

TAKE A GUESS

You Need

1. A partner.
2. A feeling box (a bag could be used rather than a box).
3. Paper.
4. Pencil.

Put your name on your paper and number from 1 - 6.

One person will touch a vegetable and try to name it. The partner will record the answers. Continue naming various vegetables until all have been named. Trade places and let your partner have a chance. Compare your answers.

LET'S MAKE A SALAD!

You Need

1. Four to six kinds of dark green leafy or yellow vegetables.
2. Large dish towel.
3. 3 quart size salad bowl.
4. Paper plates for each student in the class.

Directions

1. Wash salad greens 3 times in water from the tap.
2. Place greens on dish towel. Gather up edge of dish towel, hobo style, and shake gently to dry greens.
3. Tear vegetables in bite-size pieces.
4. Place in mixing bowl.
5. Using hands or salad tongs, toss salad greens to mix together.
6. Serve on individual plates.

LET'S MAKE

SALAD DRESSING

You Need

1. To choose one of the recipes below.
2. Equipment and ingredients for the recipe you choose.

Recipe #1

Italian Dressing

Ingredients:

- 1 cup salad oil
- 1/3 cup vinegar
- 1 teaspoon sugar
- 1/2 teaspoon salt
- 1/4 teaspoon dry mustard
- 1/4 teaspoon cayenne

Equipment:

- 1 pint jar with lid
- Set of measuring spoons
- 1 cup liquid measuring cup
- 1/3 cup liquid measuring cup

Combine all ingredients in jar. Cover and shake. Shake before serving.

Recipe #2 Thousand Island Dressing

Ingredients:

- 1 cup mayonnaise
- 1/4 cup chili sauce
- 2 tablespoons each: chopped green pepper, chopped celery, finely chopped onion
- 1 teaspoon paprika
- 1/2 teaspoon salt
- 2 hard cooked eggs, chopped

Equipment:

- 1 cup dry measuring cup
- 1/4 cup dry measuring cup
- Set of measuring spoons
- 3 cup size mixing bowl

Mix all the ingredients thoroughly. Serve.

SORTING THE GOOD FROM THE BAD!

You Need

1. Bunch of spinach leaves.
2. Good eyes.

1. Pick out bad leaves.
2. Place bad leaves in separate pile.
3. Pass good leaves to washer number 1.

WASHING TIME

<u>You Need</u>

1. Spinach leaves from the sorter.
2. Water.
3. Two other washers.

WASHER #1

Wash spinach and pass to washer #2.

WASHER #2

Wash spinach and pass to washer #3.

WASHER #3

Wash spinach and pass to cutter.

CUTTING TIME

You Need

1. Spinach leaves from the washers.
2. Kitchen knife.

1. Put leaves in a pile and cut 2 to 3 times.
2. Pass to canner.

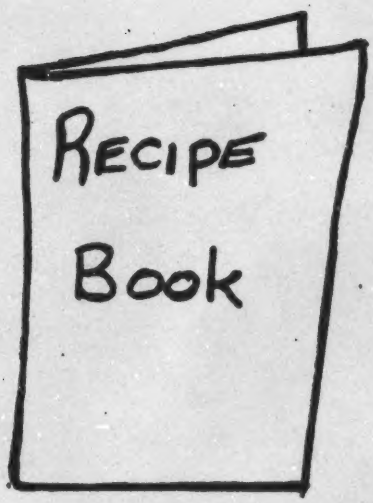
CANNING TIME

You Need

1. Cut spinach from the cutter.
2. Cooking container.
3. The recipe on Task Card 9

Place the cut spinach in the cooking container.

RECIPE TIME



<u>You Need</u>

1. Cut spinach in a cooking container.
2. 1/4 teaspoon salt.
3. Heat for cooking.

Follow recipe and add ingredients.

1 bunch of spinach
1/4 teaspoon salt
No additional water
Cook for 3 - 5 minutes.

KEEP 'EM ROLLING, SUPERVISOR

You Need

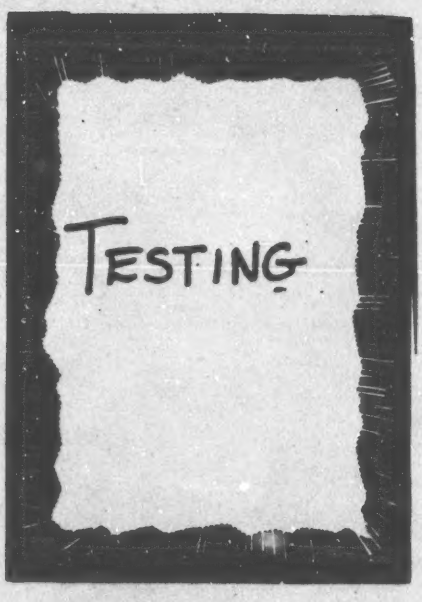
1. Good eye sight.

2. A big voice.

1. Move from one operation to the next to keep the job going quickly and smoothly.

2. Repeat until spinach is all in the cooking pot.

TESTING AND TASTING



You Need

1. A can of spinach
2. The cooked spinach from the assembly line operation.

1. At the end of cooking, test spinach for the following quality control:
   a. Retention of dark green color.
   b. Holds shape.
   c. Pleasant flavor.
   d. Small amount of liquid.
2. Compare with a can of spinach.

TASK CARD 12

SHOPPING TRIP

<u>You Need</u>

1. Pencil
2. Paper

You are going shopping. List some items that can be purchased from a food store. Name as many workers as you can that helped you with your shopping list.

CASHIER		RECEIVER
CLERK	BOX BOY OR GIRL	BUTCHER
JANITOR		MARKER

ADVERTISING

You Need

1. A newspaper with advertisements from various food stores.
2. Pencil and paper.

1. Study the sale items at two different food stores.
2. Select five items that you might like to buy for your family.
3. How much would you spend at each store?

TASK CARD 14

Dinner Menu

PLAN

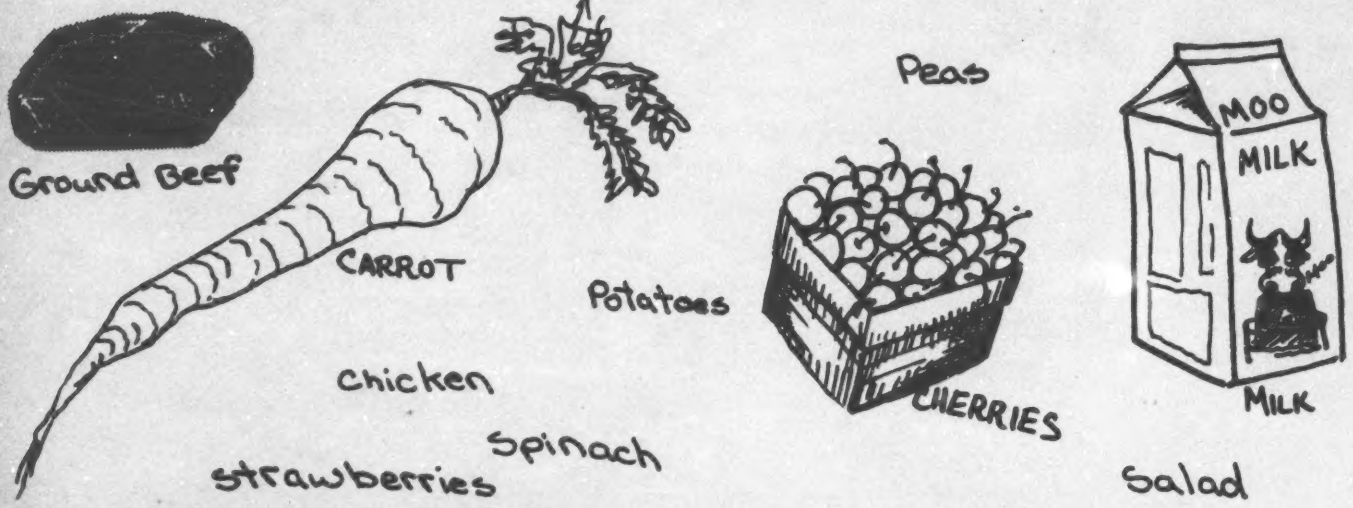
A

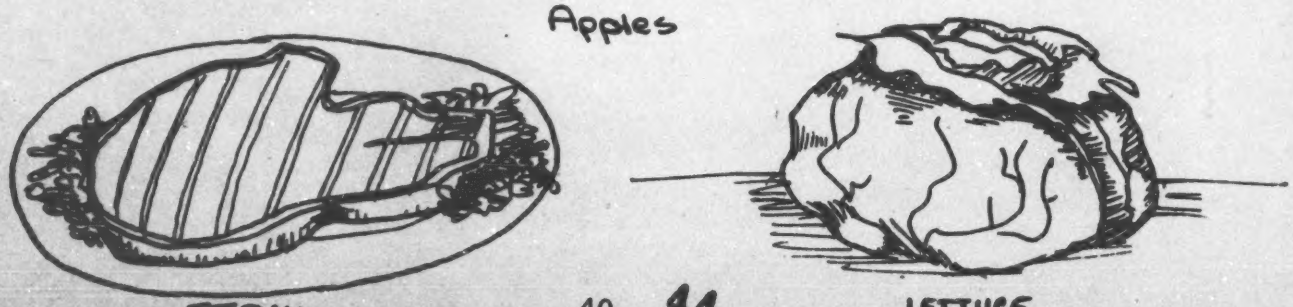
MEAL

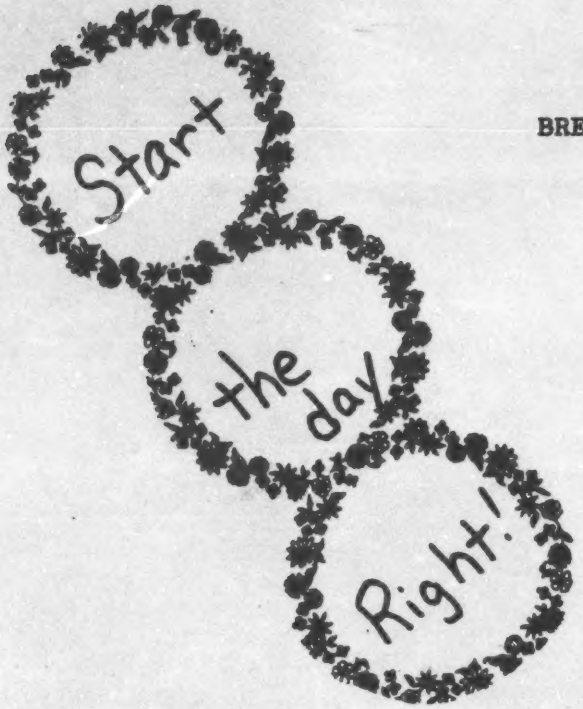
You Need

1. Pencil.
2. Paper.

Plan a well balanced main meal for your family. Select foods rich in vitamins and minerals. Plan an evening meal. Estimate the cost. Don't forget the four food groups (Bread and Cereal, Meat, Milk, Vegetables and Fruit).







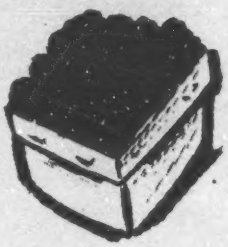
BREAKFAST IS SERVED

<u>You Need</u>

1. Paper
2. Pencil

Plan a well balanced menu for your family for breakfast. Include foods from the four food groups (Bread and Cereal, Meat, Milk, Vegetables and Fruit).

Milk	Cereal	
Eggs	Bread	
Peanut Butter	Bacon	
	Fruit	



Blackberries

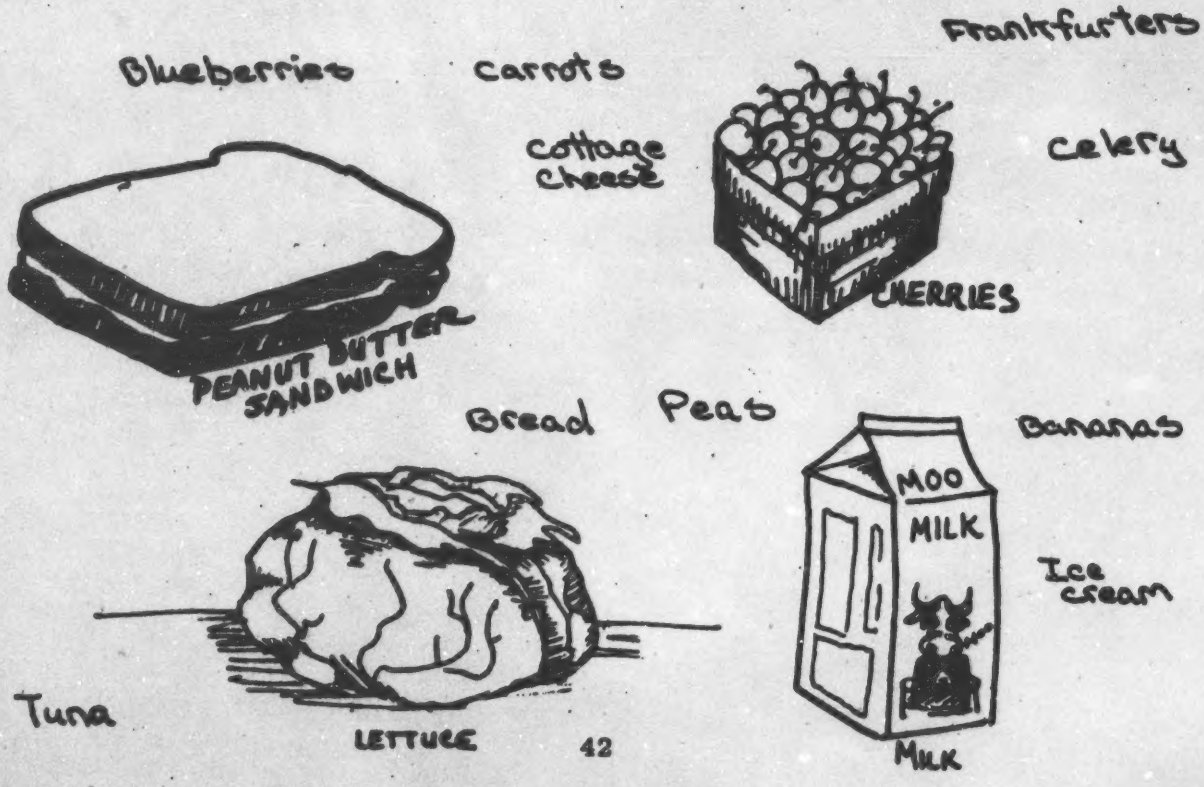
Cantaloupe

LUNCH IS SERVED

You Need

1. Paper.
2. Pencil.

Plan a well balanced menu for your family for lunch. Be sure to include foods from the four food groups (Bread and Cereal, Meat, Milk, Vegetables and Fruit).



You Need

1. Pencil.
2. Paper.
3. Felt pens or crayons.
4. Poster paper.
5. A clock.

Time Yourself! See how many food service workers you can name in five minutes. List them on your paper. Make a poster to show the job from your list you'd enjoy most.

Busboy
Busgirl

Host
Hostess

Waiter

caterer

Baker

Dietitian

Dishwasher

Banquet Captain

Chef

Waitress

Ice Cream Vendor

TASK CARD 18

I WANT

TO BE . . .

You Need

1. Encyclopedia.
2. Paper.
3. Pencil.
4. Crayons.
5. 12 x 18 manilla paper.

Look up Dietitian in the Encyclopedia. Now find Administrative Dietitian. Tell something about the job. Tell about the responsibilities of the job. If you wish, draw a picture to show what an Administrative Dietitian might be doing.

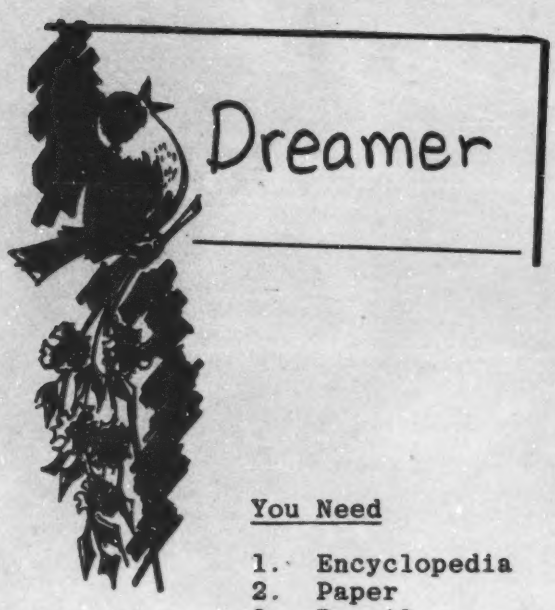
I'M A HEALTH NUT!

You Need

1. Encyclopedia
2. Paper
3. Pencil
4. Crayons
5. 12 x 18 manilla paper

Look up Dietitian in the encyclopedia. Now find Therapeutic Dietitian. Write down a description of the job responsibilities. Pretend to be a Therapeutic Dietitian preparing a special diet for someone overweight. You will want to remember to include foods from each of the four food groups (Bread and Cereal, Meat, Milk, Vegetables and Fruit).

YOU WANT TO BE A WHAT?



<u>You Need</u>

1. Encyclopedia
2. Paper
3. Pencil
4. Crayons
5. 12 x 18 manilla paper

Look up Nutrition in the encyclopedia. Now find <u>Health Nutritionist</u>. Write down a description of the job responsibilities. If you wish, color a picture to show the Health Nutritionist involved in some kind of work activity.